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ABSTRACT

A major problem in social work field institution is that there is very little organized structure or order to field teaching. This document discusses the creation and evaluation of a training manual in performance-oriented field instruction that can be used as a tool for clinical faculty to develop an orderly and systematic progression of teaching. In developing the training manual, the behavioristic psychology of learning was utilized as a basis for developing a systems approach in which field instruction is conceptualized as a course for which content can be selected, behavioral objectives defined, learning activities planned, and student learning assessed. It was designed as a self-instructional guide for field teachers to use in operationalizing a systematic method of preparing instructional units for students and developing curriculum for field work. The first draft of the training guide was utilized and critiqued by three experts in methods of field teaching, then revised according to their recommendations. The revised guide was then evaluated and field tested by agency instructors. Participants' evaluations were extremely favorable. (Author/KE)

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DEVELOPING AND EVALUATING A TRAINING MANUAL FOR SOCIAL WORK FIELD INSTRUCTORS USING ELEMENTS OF THE BEHAVIORISTIC SYSTEM OF LEARNING

LEARNING THEORY AND APPLICATIONS MODULE

by

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Abstract of

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by Lois P. Krop

A major problem in social work field instruction is that there is very little organized structure or order to field teaching. It was the mission of this investigation to create and evaluate a training manual in performance-oriented field instruction which can be used as a tool for clinical faculty to develop an orderly and systematic progression of teaching. The Behavioristic psychology of learning was utilized as a basis for developing a systems approach in which field instruction is conceptualized as a course for which content can be selected, behavioral objectives defined, learning activities planned, and student learning assessed.

A training manual was constructed using the principles of the Behavioristic learning psychology and the systems approach to instruction. It was designed as a self-instructional guide for field teachers to use in operationalizing a systematic method of preparing instructional units for students and developing curriculum for field work.

The first draft of the training guide was utilized and critiqued by three experts in methods of field teaching. The manual was then revised according to their recommendations. The revised guide was then evaluated and field tested by ten agency instructors. Participants' evaluations were extremely favorable. A newly revised version of the manual is being

printed and used in conjunction with a seminar on performance-oriented field teaching at Barry College School of Social Work.

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INTRODUCTION

> We fear effective teaching, as we fear all effective means of changing human behavior.
>
> B. F. Skinner

Do social work field instructors fear implementing innovative instructional strategies? This would help explain why methods of field teaching have changed so little since the inception of professional social work education. Yet, during the past half century there have been highly significant developments in the science of the psychology of learning. The objective of this investigation is to utilize some of the modern principles and theories of educational psychology to make social work field instruction more effective.

At present, social work students are placed in agencies to be taught in whatever way their individual supervisor thinks is best.[1] Field teachers are generally social work practitioners who have little exposure to the field of education and minimal knowledge of instructional strategies. Their usual method of teaching involves assigning students a small number of cases and then arranging weekly one-to-one conferences with them in which these cases are discussed.

The problem is that there is very little organized structure or order to social work field teaching. Field instructors teach their students whatever casework theories and concepts seem appropriate in relation to the cases the students are handling at the time. There is no planned

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[1] S. Clement Brown and E. R. Gloyne, The Field Training of Social Workers (London: George Allen and Uniwin LTD, 1966), pp. 37-38.

curriculum with logical sequence, continuity, or cumulative learning. Therefore, it is not surprising that social work students and educators are continuously voicing their inability to integrate class and field instruction. There also appears to be a lack of opportunity for students in disparate field placements to master basic minimal learning, and for the promotion of independence for the student in field learning.

It is the mission of this investigation to create and evaluate a performance-oriented field instruction manual which can be used as a tool for clinical faculty to develop an orderly and systematic progression of teaching. The Behavioristic psychology of learning is utilized as a basis for developing this systems approach in which field instruction is conceptualized as a course for which content can be selected, behavioral objectives defined, learning activities planned, and student learning assessed. This innovative strategy of field teaching should help obviate the problems which have been delineated above.

There is much to be done and done soon, if instructional programs in social work are to be improved and strengthened to keep pace with technological advances made in recent years. Nothing less than the active pursuit of more effective performance-oriented field teaching will suffice. We must put aside our fear of and resistance to innovation in education and forge ahead. As the famous American philosopher, Pogo, once said, "We have met the enemy and it is us."

BACKGROUND AND SIGNIFICANCE

When analyzing existing practices in social work field teaching according to the two major families of contemporary learning theory, one recognizes that Gestalt-field principles are primarily utilized rather than Stimulus-Response Associationism (Behaviorism).[2] Field teaching is approached through perception of the totality of the whole. Learners are considered purposive, creative persons interacting with their clients in a psycho-social environment. Learning is primarily a process of developing new insights or modifying old ones, as in the Gestalt system of learning.[3]

To Gestalt-field psychologists, insight is of crucial importance in describing learning. Insights are a restructuring in the ideational processes inside the organism. They occur when individuals see new ways of utilizing elements of their internal and external environment. When new insights are acquired, learning occurs.

Gestaltists put emphasis on the learner's perceptions and feelings, as do social work field teachers. Emotions are of central importance to this theory of learning. It is their position that the learner reacts as an organized entity in response to a total situation as it is perceived

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[2]Morris L. Bigge and Maurice P. Hunt, Psychological Foundations of Education (New York: Harper and Row, 1962), pp. 256-283.

[3]Ernest R. Hilgard and Gordon H. Bower, Theories of Learning (New York: Appleton-Century-Crofts, 1966), pp. 239-246.

and interpreted by the individual.[4] Therefore, a given behavior sequence is subject to continuous modification by the individual on the basis of the meaning of the situation as it is sensed or perceived at the moment.

Gestalt-field theorists believe behavior is a function of the total situation. In this system of learning the organism's motivation to learn is of primary importance. Motivation emerges from a dynamic psychological situation, as a person's internal desire to do something. Motivation is regarded as a product of disequilibrium within a life space. A life space includes goals and barriers to achieving these goals. The barriers to goals create tension inside a person. The tendency to release tension by proceeding toward a goal is motivation.[5]

Agency teachers generally accept the Gestalt concept of motivation and are genuinely concerned with their students' personal involvement and with helping them to see a need to learn. They feel the goals of the student are very significant and emphasize the importance of helping students learn problem solving theory and techniques.

Teaching which is based on the Gestalt-field system of learning has the beauty of recognizing the importance of the student's perception and feelings, insight, self-

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[4] O. Hobart Mowrer, Learning Theory and Behavior (New York: John Wiley & Sons, 1960), pp. 306-314.

[5] Morris L. Bigge, Learning Theories for Teachers (New York: Harper & Row, 1971), pp. 76-80.

determination and free will. These strengths in social work field training must be preserved. However, there are important elements from the second major family of contemporary learning theory which are at present overlooked and which can be incorporated into field teaching to make it more effective. Field instruction can add a new dimension to its traditional methods of teaching by using elements of the Stimulus-Response (Behavioristic) learning psychology.

To maximize learning, Behavioristic principles, as well as Gestalt, should be utilized in field teaching. To Behaviorists, learning is a function of its consequences. The Stimulus-Response associationistic learning theory "presupposes that all human actions are sequential reactions to external or internal stimuli."[6] Associationists believe that man is essentially a passive, reactive creature in a determining environment, not an active creature of instincts (as exemplified in Freudian psychology) or a purposive person interacting with a psychological environment (as implied by Gestalt-field theorists). The Behaviorists postulate that whatever behavior is positively reinforced will become more frequent and behavior which is not reinforced will be extinguished. They state that learning should be broken into small steps with positive reinforcement of every desired response during the early stages of training. It is through this kind of conditioning that students learn to formulate their goals and value systems.

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[6]Bigge, p. 123.

Associationists assume that motivation rises "directly from organic drives or basic emotions or from a tendency to respond established upon prior conditioning of the drives and emotions."[7] Motivation is defined as the urge to act which results from a stimulus. According to Behaviorists, a person does not have to want to learn in order to do so. They feel anyone can learn anything of which he is capable by allowing himself to be put through a pattern of activity necessary for conditioning to take place. They engage learners in activity and assume that activity with reinforcement will automatically produce learning.

These basic tenets of Stimulus-Response Associationists can be creatively utilized in social work field teaching to contribute to making it more effective. B. R. Bugelski enumerates some practical applications for efficient instruction which can be drawn from the Behavioristic system of learning as follows:

1. the teacher provides and controls the necessary motivation of learners.

2. the teacher presents a carefully arranged sequence of stimuli that cover the learning task from start to finish; in deciding what these stimuli are, the teacher should begin with the final product or end results. (the behavioral objectives), and work out the sequence, step by step, backward to the beginning.

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[7]Bigge and Hunt, p. 281.

3. the teacher controls the presentation of reinforcements that will make the behavior more likely on a future occasion.[8]

Behaviorists give emphasis to strategies for systematizing and methodizing learning. Lack of an orderly framework for agency teaching has been a problem for social work education in particular because field instruction takes place in dynamic settings where it is difficult to organize instruction. Recognizing how problematic it is to arrange a planned curriculum for students in social agencies, Jeanette Regensberg commented:

> Among all the recent challenges to social work education, none has been more stimulating than the widespread interest in putting order into the natural disorder of the graduate student's experience in his field work setting. Clients--whether individuals, small groups or communities--do not conform to the logical principles of curriculum building nor do the operating procedures of a social agency, hospital, school or prison. Indeed, they need not and should not. The question then arises, since there is general acceptance that the learning experiences provided through field instruction are essential to the achievement of the objectives of the social work curriculum, of how to select, order and provide those experiences in the best interests of the student.[9]

Organizing and structuring the field supervised experience is a problem for social work as for many other disciplines. It is a crucial concern in social work education because students receive the majority of their

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[8] B. R. Bugelski, The Psychology of Learning Applied to Teaching (Indianapolis: Bobbs-Merrill, 1964), p. 209.

[9] Jeanette Regensburg, "Report of Exploratory Project in Field Instruction," Field Instruction in Graduate Social Work Education: Old Problems and New Proposals (New York: Council on Social Work Education, 1966) p. 23.

graduate instruction in community agencies. Students in the Barry College School of Social Work spend three days a week in social service agencies where they are engaged in the actual practice of social work, under supervision.

In the social agency students are trained for competent entry into the practice of their profession by persons who are employed by and based in the agency, and are then designated as clinical faculty for the purposes of field instruction. Field instructors frequently have only one or two students per year, and they are primarily practitioners of their profession, not educators. They have been taught to practice social work, not teach it. Usually they have been thrust into their teaching roles with little or no preparation for the change. How can they be expected to provide high-calibre, competency-based instruction without any training in the methodologies of education? That is the crux of the dilemma.

There is a genuine necessity for field instructors to be trained in the use of teaching strategies which organize and order learning. Sheldon Rose pointed out the need for systematic tools for field instructors to use in teaching and evaluating their effectiveness.[10] Field instruction must utilize modern educational theory to progress from random apprenticeship training to structured education of students.

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[10]Sheldon D. Rose, "Students View their Supervisor," Journal of the National Association of Social Workers, X (April, 1965), 90-96.

The literature of social work education points out that the task of developing an educational focus in field work is arduous and long-standing. Mildred Sikkema stated:

> It is fair to say that the current dilemma of field work has existed from the beginning of social work education. Schools and the agencies used for field placement have always confronted--and tried various means of resolving--the question of how to retain values of apprenticeship learning and at the same time make field work . . . an integral part of the educational program. The question usually has been approached as a problem of "integrating class and field work" and the basic, but controversial, question about making field work "truly educational" in the sense of making it an integral part of the educational program has yet to be addressed.[11]

B. F. Skinner has repeatedly emphasized the need for educators to develop and utilize programmed instructional materials. He felt that the fact that self-instructional methods have been so well accepted in industry yet so strongly resisted in educational institutions illustrates the traditional resistance to innovation in the educational system. Skinner stated "Most of the people now working in the field of auto-instructional methods are being supported by industry. There is no one in a comparable position in education--no one whose job it is to look for more efficient ways of teaching . . . ."[12]

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[11]Mildred Sikkema, "A Proposal for an Innovation in Field Learning and Teaching," Field Instruction in Graduate Social Work Education: Old Problems and New Proposals (New York: Council on Social Work Education, 1966), p. 7.

[12]Richard I. Evans, B.F. Skinner The Man and His Ideas. New York: E. P. Dutton, 1963.

In an effort to introduce a strategy of instruction which can be used to make field work truly educational and to put order into teaching in agency settings, this author has been responsible for inaugurating a training program for field instructors at Barry College School of Social Work which utilizes many of the principles of the Behavioristic (Stimulus-Response) system of learning. The need for familiarizing field teachers with this performance-oriented method of teaching has been supported by the Barry College Field Instruction Committee and the Association of Agency-Paid Field Instructors. Dr. John Riley, Dean of the School of Social Work, and Drs. David Fike and Harvey Abrams, Associate Directors of Field Instruction, have also emphasized the importance of initiating field instructors in a performance-oriented strategy of teaching.

A preliminary seminar was held in which field teachers were introduced to the author's adaptation of the systems approach to field instruction. It was based on the concepts of Behavioristic learning psychology. Social work field instruction was conceptualized as a course for which content can be chosen, behavioral objectives formulated, learning experiences planned, and student learning evaluated. Thus, the basic tenets of a behavioristic systems approach were adapted to social work field instruction.

Evaluations of this preliminary seminar were

overwhelmingly favorable.[13] A content analysis of the comments written on the seminar evaluations identified several suggestions for future action. One of the major requests of participants in the seminar was for additional materials to enable field instructors to implement this innovative method of instruction. It was suggested that a training manual further explicating a Behavioristic systems approach would be extremely helpful.[14]

The recommendation that a training guide be developed on field instruction by objectives was presented to the Dean of the School of Social Work, the Directors of Field Instruction and the Field Instruction Committee. All heartily supported this project and reaffirmed the need for it. The purpose of this investigation was to develop and evaluate a training manual for field instructors which utilizes elements of the Behavioristic system of learning.

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[13]Lois P. Krop, "Developing and Evaluating a Performance-Oriented Training Program for Community-Based Faculty of a School of Social Work" (Unpublished practicum, Nova University, 1974), pp. 15-16.

[14]Krop, p. 18.

PROCEDURES

As previously stated, research showed that participants in the preliminary seminar greeted with enthusiasm the author's adaptation of a Behavioral systems approach to field instruction. Arrangements were made for a more comprehensive training program in this innovative instructional strategy. Participants requested a written manual to be used as a guide in implementing this method of teaching.

Before designing the manual an exhaustive review of the literature of the psychology of learning was made with particular emphasis on the Stimulus-Response Associationistic tradition. This enabled the author to understand more clearly the Behavioristic concepts upon which to construct a systematic approach to field instruction. Educational literature was also researched with special attention to the theories and applications of the modern systems approach to instruction, and its basis in Behavioristic psychology.

Elements of the Behavioristic learning theory which were considered applicable to a systematic approach to field teaching were identified as: emphasis on observable measurable objectives, breaking planned learning into small sequential steps, providing motivation of learners, opportunity for active practice with reinforcement of desired behavior, immediate feedback for students on their performance, and evaluation of terminal behavior.

The systems approach to education utilizes many principles of Behavioristic learning psychology and it was felt that this could be adapted advantageously to field instruction. It is a method which gives focus to teaching and learning. It provides a rational framework which field teachers can use to present their knowledge in a more orderly and organized manner.

A system is a composite of interrelated parts working together to achieve a particular purpose or program goal. In recent years systems approaches have been used successfully in many diverse fields. They have been demonstrated by business and industry to be useful in solving problems of efficiency and economy. In his analysis of the effect that the recent clamor for effectiveness and frugality has had on social work, Murray Gruber commented ". . . systems engineering developed as an orderly effort to appraise and deal with a complex system of interacting elements that must carry out a predetermined function based on a set of objectives, with measures of performance related directly to those objectives."[15]

It was inevitable that the use of systems theories would be adopted by the field of education. John E. Roueche and John C. Pitman stated:

> We have frequently said that teaching is too vague and general and a more systematic approach is needed. A system, in its broadest sense, can be thought of as

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[15]Murray Gruber, "Total Administration," Social Work XIX (September, 1974), 627.

> the degree of order in one's approach to a task or problem . . . . A system is an ordering of procedures needed to solve a task or a number of interrelated tasks.[16]

Even though a systems approach to instruction is a novel concept for many practitioners in social work education, it does not represent new thinking. Specifying behavioral objectives is the foundation of the systems approach. The practice of stating objectives in terms of observable student change was pioneered by Ralph W. Tyler as early as 1935. He stressed this approach to social workers when he was leader of a precedent setting National Curriculum Workshop in 1960, sponsored by the Council on Social Work Education.

The systems approach to teaching is grounded in Behavioristic learning psychology. Ralph Tyler describes seven conditions required for effective learning which are based on Behavioristic concepts:

1. The student must have a clear idea of what he is trying to learn.

2. The motivation of the student must be strong enough to impel him to an initial attempt and then to continue the practice.

3. Students must be helped to focus their efforts on the significant features of the behavior they are seeking to master.

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[16] John E. Roueche and John C. Pitman, A Modest Proposal: Students Can Learn. (San Francisco: Jossey-Bass Inc., 1972), p. 46.

4. There must be ample opportunity for practice in appropriate situations that are meaningful to the student.

5. The student must be provided with feedback on his performance.

6. There must be a reward system such that students derive satisfaction from improving their performance.

7. The sequential organization of learning experiences is essential for learning complex and difficult things.[17]

Dr. Tyler suggests four basic components of an educational system: (1) statement of objectives, (2) learning experiences selected to help master objectives, (3) criteria we are willing to accept as evidence that objectives have been achieved, and (4) final evaluation and revision procedures.[18] These are the four cornerstones upon which the systems approach to field instruction are based.

The training manual was constructed using these principles of the Behavioristic learning psychology and the systems approach to instruction. It was designed as

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[17]Ralph W. Tyler, Functional Education for Disadvantaged Youth (Commission for Economic Development, 1971).

[18]Ralph W. Tyler, Basic Principles of Curriculum and Instruction: Syllabus for Education 305 (Chicago: University of Chicago Press, 1950), pp. 14-38.

a self-instructional guide for field teachers to use in operationalizing a systematic method of preparing instructional units for students and developing curriculum for field work.

The specific behavioral objectives of the training guide were defined as:

After completion of the workbook, the learner will be able to:

1. Construct an instructional unit, incorporating the five components of the "instruction by objectives" system, to be used with students and revised until four out of five students rate it an effective teaching tool.

2. Diagram correctly in schematic form, the instructional system conceptualized in the workbook without referring to the guide.

3. Express a favorable attitude toward field instruction by objectives as being applicable to his/her own teaching.

A revision sheet was devised to be included in the training manual to enable the author to revise the guide based on field instructors' perception of its value, (See Appendix A). A checklist was also designed to assist field teachers in putting together their "instruction by objectives" unit, (See Appendix B).

The first rough draft of the training guide, along with the revision sheet and checklist, were given to the

two Associate Directors of Field Instruction and the Assistant Director of Field Instruction. These three professionals are academic faculty of Barry College and they are also involved in clinical training. For the purposes of this investigation, they are considered experts in social work field teaching methods. They were instructed to use the guide and produce a learning unit for field instruction. No further explanations were given to them concerning this approach to teaching or the use of the manual.

After using the guide to develop an instructional unit, the three participants completed the revision sheet. Their responses to the questions on the revision sheet were tabulated and analyzed. Personal interviews were then conducted with each of the experts to obtain their opinion about the usefulness of the manual and what revisions they felt should be made.

The training guide was then revised on the basis of the three experts' opinion. The second rough draft of the manual was given to ten field instructors who volunteered to lead small group workshops during the next seminar on field instruction by objectives. Three meetings were held with these volunteers to familiarize them with this new instructional strategy and the use of the guide in implementing it.

The first meeting involved distributing the revised manual, a bibliography (See Appendix C), and modules which

were constructed by the first three experts who used the guide. There was some explication of the "field instruction by objectives" method and the use of the guide as a framework for developing self-instructional units and curriculum. Each participant was asked to produce a learning unit and it was suggested that they use the modules provided for them as models. They were also asked to complete the revision sheet at the end of the workbook.

The second meeting was planned as a problem-solving one. Participants identified the topics they were working on and brought out any problems they were having in designing a learning unit with the use of the workbook.

Participants then met individually with this author to review the personalized instruction package they had created. They handed in their revision sheets and were interviewed about the usefulness of the manual and what revisions they felt were necessary.

Answers to the questions on the revision sheets were tabulated and analyzed. A third revision of the training guide was then made on the basis of the opinions of the ten participating field instructors who had volunteered to lead small group workshops in the next seminar in the training program.

RESULTS

The revision sheet questionnaire was completed by each of the three experts after they finished using the training guide to construct an instructional unit. The results were:

1. Do you feel that "Field Instruction by Objectives" can be an effective strategy to augment present methods of field teaching?

   a) Yes--100%

   b) No--0%

2. Is the material in this guide relevant to your present or future needs?

   a) Yes--100%

   b) No--0%

3. Which statements describe best your feelings about the way the booklet was written?

   a) Poorly written--0%

   b) Too difficult--0%

   c) Well written--100%

   d) Concise and to the point--66.66%

   e) Confusing--0%

4. Please comment on whether the various sections of the guide were of help to you in constructing your unit.

		Yes	No
I.	Introduction	66.66%	33.33%
II.	Objectives of Training Guide	66.66%	33.33%
III.	An Instructional System	100%	0%
IV.	Steps for Preparing Unit	100%	0%
V.	Chosing a Topic	100%	0%

	Yes	No
VI. Rationale	100%	0%
VII. Formulating Objectives	100%	0%
VIII. Learning Experiences	100%	0%
IX. Evaluation	100%	0%
X. Revision	100%	0%

Written critical comments were: "Could use more explanation of management by objectives in general", "Felt Bloom's taxonomy should be incorporated in explanation of objectives", and "A little too concise at times".

Many enthusiastic opinions were expressed, such as: "Spectacular!", "This manual demonstrates hard work and clear thinking", and "This is an approach which could revolutionize field teaching".

In personal interviews, the experts expressed a highly favorable opinion of this approach. All were able to master the objectives of the workbook. They said that prior to working with the guide they had felt the concept would be difficult to operationalize, but the self-instructional workbook made it clear and workable.

Several constructive suggestions were made. It was recommended that both the revision sheet and the checklist be included in the manual. All three expert participants advised that the checklist was very helpful in designing the unit. One suggested that a bibliography be provided for learners who are interested in reading independently about the systems approach to instruction.

All participants felt that it was important to provide example modules which could be used as models. Two proposed that Bloom's taxonomy of educational objectives be included in a more comprehensive treatment of objectives. All three experts felt that the manual was capable of standing alone as a self-contained instructional package, but it would probably augment students' learning if a discussion and explanation of the concept were presented with it.

The guide was then revised according to the counsel of the experts. The revision sheet and checklist were included in the manual. A bibliography was prepared (See Appendix C). Modules constructed by the author and two of the experts were edited for mimeographing. The section on formulating objectives was revised and further elaborated. Principles from Bloom's Taxonomy and a hierarchy of cognitive objectives were included in this section.[19]

Arrangements were then made to hold three meetings with ten field instructors who volunteered to lead small workshops during the next seminar on performance-oriented field teaching. In the first meeting an explanation of the author's adaptation of the systems approach to field instruction was given and discussion was held on methods of using the guide in developing units. Participants were

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[19]Benjamin S. Bloom, Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (New York: David McKay, 1956), pp. 25-59.

given the revised manual, a bibliography, and sample modules and asked to construct their own instructional units using the manual as a guide. They were requested to complete the revision sheet at the end of the workbook after completing their module.

The second meeting was primarily used for problem-solving and further discussion of the concept. The third time each participant met individually with the author to review the package they had designed. At this time they were interviewed for their reactions to the manual and suggestions for improving it.

Results of the revision sheet survey were:

1. Do you feel that "Field Instruction by Objectives" can be an effective strategy to augment present methods of field teaching?

   a) Yes--100%

   b) No--0%

2. Is the material in this guide relevant to your present or future needs?

   a) Yes--100%

   b) No--0%

3. Which statements best describe your feelings about the way the booklet was written?

   a) Poorly written--0%

   b) Too difficult--10%

   c) Well written--90%

   d) Concise and to the point--90%

   e) Confusing--0%

4. Please comment on whether the various sections of the guide were of help to you in constructing your unit.

		Yes	No
I.	Introduction	80%	20%
II.	Objectives of Training Guide	90%	10%
III.	An Instructional System	100%	0%
IV.	Steps for Preparing Unit	100%	0%
V.	Choosing a Topic	100%	0%
VI.	Rationale	100%	0%
VII.	Formulating Objectives	100%	0%
VIII.	Learning Experiences	100%	0%
IX.	Evaluation	100%	0%
X.	Revision	90%	10%

Three participants wrote that Section XI (The Checklist) was most helpful. In general, comments were most positive, such as: "Very exciting approach", "I really like these steps because I can use them in developing all kinds of training for students", and "It is difficult for me to go from my usual subjective thinking processes to this concise and practical thinking; but once I do, it makes marvelous sense as an educational process".

Negative comments were: "Too difficult--needs more simplification", "Parts are over my head", and "Could use more opportunity to practice".

In personal interviews, participants all expressed the opinion that the workbook enabled them to achieve the objectives stated in the manual. They felt this instructional system would assist field instructors in improving the

the effectiveness of their teaching. They all completed learning activity packages following the guidelines in the manual.

The participants were enthusiastic about the process. One said he was leaving his job and going out of town, but he had decided to wait until he learned this strategy of instruction because he was getting so much out of it. Another said in her thirty years of supervision, she had never been so excited about an innovation. A third mentioned that it took more time and effort to work up a unit then he had anticipated but after doing one, he was so pleased that he was working on several others.

Several suggestions were given for improvement of the process. One participant felt it was too difficult and needed further simplification. Another felt it was useful for her but needed "lower level language" to bring it down to the average teacher's level. All ten participants felt the sample modules were helpful and should be included in the manual. Two suggested that the section on choosing a topic be amplified and concrete examples given.

The manual was again revised following the suggestions of the ten participating instructors. The third draft of the guide was prepared for publication to be used in susequent training programs for field instructors in social work. (See Appendix D).

Follow-up telephone calls were made three weeks later to the ten field teachers who participated in this preliminary study. These calls revealed that 90% were using the learning module which they constructed for the study in their field teaching. They were whole-hearted in their responses. Typical comments were: "My students love it", and "I feel like I really have a method for teaching for the first time".

RECOMMENDATIONS

The following recommendations were presented to the Barry College Director of Field Instruction, the Associate Directors of Field Instruction, and the Field Instruction Workshop Committee.

On the basis of this investigation in which the "Field Instruction by Objectives" manual was developed and evaluated, it is recommended that:

1. The revised training manual be printed by Barry College for use by their 135 field instructors.
2. The manual be given to clinical faculty at a seminar on performance-oriented field teaching, along with a lecture describing the Behavioristic systems approach to field instruction.
3. The large seminar then convene in small workshop groups in which field instructors would use the training guide as a framework to produce individualized learning units.
4. The workshop groups be led by the ten field instructors who participated in the testing of the training manual and have been trained in the utilization of the guide in the field instruction by objectives approach to instruction.
5. Field instructors be encouraged to continue to use the workbook to create modules which can

be shared with other field teachers.

6. A paper describing this investigation be submitted for publication so that other social work educators use it to move toward performance-oriented field teaching.

The Director of Field Instruction, the Associate Directors of Field Instruction, and the Field Instruction Committee were favorably impressed by this project and took the following action:

1. Money was appropriated for the author's training manual to be printed for use by Barry College field instructors.
2. Money was appropriated for this author to present a performance-oriented seminar for academic and clinical social work faculty in which participants will be provided with a copy of the training manual. A didactic lecture will explicate the Behavioristic systems approach to field instruction.
3. Arrangements are being made for the large seminar to break into small workshops in which field instructors will use the training manual to construct learning modules.
4. The workshop groups will be led by the ten field instructors who participated in the testing of the manual for this project.

5. Field instructors will be encouraged to continue to use the workbook to create modules which can be shared with other field teachers.
6. Revision sheets will be completed by participants in the seminar so the guide can be further revised, if necessary.

A paper describing this project has been sent to ERIC Clearinghouse on Higher Education for consideration for publication in Resources in Education. Another paper on this project is in the process of being prepared for the Council on Social Work Education for consideration for publication in their journal.

It is expected that by offering a performance-oriented training program for agency-based faculty and encouraging field teachers to use the field instruction by objectives manual, Barry College is effecting positive change. This is a step toward utilizing modern principles and theories of educational psychology to strenghten social work field instruction.

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APPENDIX A

REVISION SHEET

The author is interested in revising this training guide based on your perceptions of its value.

1. Do you feel that "Field Instruction by Objectives" can be an effective strategy to augment present methods of field teaching?

   Yes___ No___

2. Is the material in this guide relevant to your present or future needs?

   Yes___ No___

3. Which statements describe best your feelings about the way the booklet was written?

   ____poorly written ____well written ____confusing

   ____too difficult ____concise and to the point

   OTHER:_____

4. Please comment on whether the various sections of the guide were of help to you in constructing your unit.

Section:		Yes	No	If no, please comment:
I.	Introduction	___	___	_____
II.	Objectives of Training Guide	___	___	_____
III.	An Instructional System	___	___	_____
IV.	Steps for Preparing Unit	___	___	_____
V.	Choosing a Topic	___	___	_____
VI.	Rationale	___	___	_____
VII.	Formulating Objectives	___	___	_____
VIII.	Learning Experiences	___	___	_____
IX.	Evaluation	___	___	_____
X.	Revision	___	___	_____

Please return to : Lois Krop
2001 N. E. 195th Dr.
North Miami Beach, FL 33162

APPENDIX B

ASSEMBLING THE "INSTRUCTION BY OBJECTIVES" UNIT

You are now ready to assemble your unit. To assist you in putting it together use the following check-list:

FIELD INSTRUCTION BY OBJECTIVES UNIT CHECKLIST

1. Rationale:

_____ Have you included a statement informing the student why it is important he/she master the material in the unit?

2. Objectives:

_____ Are the objectives clear statements of observable terminal behavior expected from the learner after completing the unit?

_____ Do the objectives include a statement of conditions under which the behavior is to be observed and a statement of the criteria for acceptable performance?

_____ Is there an objective indicating the intended learner attitude toward the material?

3. Learning Experiences:

_____ Does the text of the unit include frequent practice and immediate knowledge of results for the learner?

_____ Have appropriate media been included?

4. Evaluation:

_____ Has a test been constructed with information on what constitutes acceptable learner performance?

_____ Do all test items relate to the objectives?

5. Revision:

_____ Has a questionnaire been included to gather information on the attitude of the learners toward the unit?

APPENDIX C

BARRY COLLEGE - SCHOOL OF SOCIAL WORK
FIELD INSTRUCTION BY OBJECTIVES

BIBLIOGRAPHY

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BARRY COLLEGE
SCHOOL OF SOCIAL WORK

FIELD INSTRUCTORS' SEMINAR

TRAINING BY OBJECTIVES WORKSHOPS

FIELD INSTRUCTION BY OBJECTIVES:

A TRAINING GUIDE

Prepared by Lois P. Krop

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FIELD INSTRUCTION BY OBJECTIVES: A TRAINING GUIDE

Prepared by Lois P. Krop

I. INTRODUCTION

Even though an "instruction by objectives" approach to field teaching is a novel concept for many practitioners in social work education, it does not represent new thinking. The practice of specifying objectives in terms of observable student change was pioneered by Dr. Ralph W. Tyler as early as 1935. He stressed this approach as leader of a precedent setting National Curriculum Workshop of 1960 sponsored by the Council on Social Work Education.

In his book "Preparing Instructional Objectives," Robert Mager emphasized that an instructor will function in a fog of his own making if he does not set up objectives which unequivocally state what he wants his students to be able to do at the end of the instruction. He laid the groundwork for formulating objectives which is used extensively in all levels of education today.

In recent years, training by objectives has been used successfully in many diverse fields. This workbook is designed to present the social work agency-based educator with a systematic method of preparing instructional units for students. It is based on the assumption that field work can be conceptualized as a course for which behavioral objectives can be defined, content selected, learning opportunities planned, and student learning assessed. This system utilizes modern instructional technology to assist field teachers in disciplining and structuring their knowledge so that students can learn more effectively.

II. OBJECTIVES OF TRAINING GUIDE

After completion of this workbook the reader will be able to:

1) Construct an instructional unit, incorporating the five components of the "instruction by objectives" system, to be used with students and revised until four out of five students rate it an effective teaching tool.

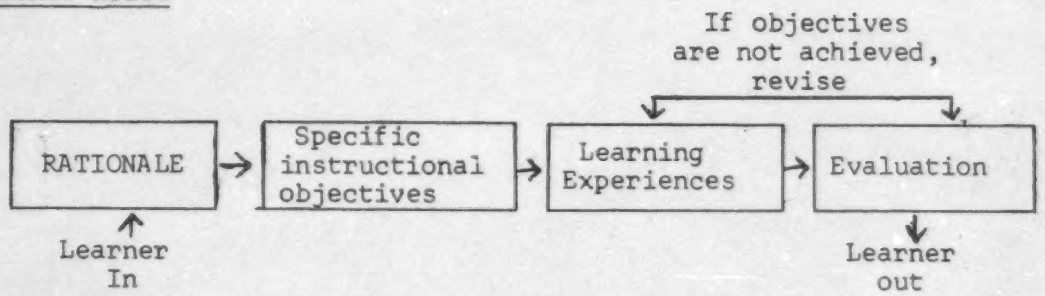
2) Diagram correctly in schematic form, the instructional system conceptualized in this workbook without referring to the guide.

3) Express a more favorable attitude toward field instruction by objectives as being applicable to his/her own teaching.

III. AN INSTRUCTIONAL SYSTEM

The following is a schematic diagram of an instructional system as conceptualized in this guide:

A Goal-Referenced
Instructional Model



IV. STEPS FOR PREPARING UNIT

Copies of "instruction by objectives" units will be provided, to be used as models in building your own unit. There are six basic steps for preparing an instructional unit. These are:

1. Choose a topic you wish to teach the student
2. Write a rationale
3. Set specific objectives
4. Prepare learning experiences
5. Formulate an evaluation procedure
6. Devise a process for revision

V. CHOOSING A TOPIC

The dynamic quality of the social work field setting makes a systematic and orderly progression of student instruction difficult to attain. It is generally accepted, however, that there is certain basic minimal learning which every student needs to master. The content of a unit of "instruction by objectives" is selected on the basis of its relevance to the needs of students and the purposes of the school and agency. It must be a single conceptual unit of subject matter which can be broken into small steps and for which learning activities can be planned. Examples of this might be: Intake Interviewing; Preparing an Agency Budget: Grant Development; Becoming Familiar with the Agency: Termination; Forming a Group; etc.

The cover page of your unit should contain the following information:

FIELD INSTRUCTION BY OBJECTIVES

Unit:

Instructor:

Institution:

Topic:

Target Group:

VI. RATIONALE

It is necessary for the student to understand why it is important that he/she master the material dealt with in the unit. If the student does not feel that the material is relevant, then the learning activities become exercises performed to please the instructor rather than meaningful experiences. The rationale should be a concise statement of the importance of the material for the student's professional development, and the purpose for mastering the unit.

VII. FORMULATING OBJECTIVES

A. General Educational Objectives

Educational outcomes which are not measureable and are not observable are called general educational objectives. Read any college catalogue, description of a course, or advertisement for an educational institution and you will have statements of general educational objectives. Examples of these are:

1. To examine the role of the social worker in interaction with client systems and agency systems.

2. To understand the implications of small group theory and group dynamics in relationship to eufunctional and dysfunctional behavior.

Valid educational goals provide direction and order to the educator's efforts. However, they are not clearly observable or measureable and thus are potentially dangerous. Inferences concerning educational outcomes are frequently based on observations of educational inputs. For example, the instructor may conclude that his students "understand the implications of small group theory" simply because they have had several lectures on the subject.

Descriptions of educational objectives usually start with words like "to appreciate," "to know," "to learn," and "to value." These concepts are not directly observable and must be inferred from other observations.

After formulating general educational objectives, additional effort must be expended to further specify educational outcomes which are directly observable and measureable. General educational objectives are excellent for setting long-range goals for teaching but they are NOT to be included in your instructional unit.

B. Specific Instructional Objectives

It is suggested that you read Robert Mager's "Preparing Instructional Objectives," if you have not already done so. It is quick, fun reading. Specific instructional objectives are the foundation of units of "instruction by objectives." They describe educational outcomes which are directly observable and measureable.

A specific instructional objective describes the final outcome of instruction in terms of observable behavior, states the conditions under which the final performance may be observed, and specifies the criterion by which the final performance may be judged. Setting specific objectives is hard, challenging work, but these objectives are extremely important.

A specific objective should always be written to include the following three components:

1. Behavior - a description of expected terminal behavior which can be observed.

2. Conditions - a statement of the conditions under which the behavior is to be observed.

3. Criteria - a statement of the criteria of acceptable performance.

The following is an example of a general educational objective from which is derived a specific instructional objective:

General Educational Objective

To know the basic human needs of the client and the principles of relationship used to meet these needs, as conceptualized by Felix Biestek.

Specific Instructional Objective

After completing the unit on relationship, the student will evaluate a given casework interview in writing by identifying instances where the caseworker utilized four of Biestek's seven principles of relationship to meet the clients' needs.

This "Specific Instructional Objective" contains a statement of all three critical components which can be separated using the following instructional objectives table.

INSTRUCTIONAL OBJECTIVES TABLE

Conditions	Behavior	Criteria
After completing the unit on relationship and given a record of a casework interview	The student will evaluate the interview in writing	. . . by identifying instances where the caseworker used four of Biestek's seven principles of relationship to meet the client's needs.

Here is another example:

General Educational Objective

The student should understand the dynamics of grant development.

Specific Instructional Objectives

After completing the unit on grant development the student will be able to design a grant proposal which is acceptable to the responsible committees of the agency involved.

The above is one of several possible specific instructional objectives which could be derived from the general objective.

This specific objective includes a description of observable terminal behavior, a statement of the conditions under which the behavior is to be observed, and a statement of the criteria for acceptable performance.

Conditions	Behavior	Criteria
After completing the unit on grant development	the student will be able to design a grant proposal	which is acceptable to the responsible committees of the agency.

According to Bloom's Taxonomy of Educational Objectives, all learning and thus all specific instructional objectives can be classified in three domains:

(1) Cognitive (the knowledge base of social work) - the intellectual processes;

(2) Affective (the value base of social work) - the feelings and attitudes;

(3) Psychomotor (the skill base of social work) - the skills.

Each domain of objectives has various levels of complexity. In Bloom's Taxonomy he lists a hierarchy of objectives, calling attention to the fact that educators can strive for more complex objectives than simply memorization or recall. In social work field instruction it is particularly important to reach for higher levels of objectives.

1.00 (Lowest level) knowledge - to recall and memorize	2.00 Comprehension- to translate from one form to another	3.00 Application- to apply or use information in a new situation
KNOW	RESTATE	TRANSLATE
DEFINE	DISCUSS	INTERPRET
MEMORIZE	DESCRIBE	APPLY
REPEAT	RECOGNIZE	EMPLOY
RECORD	EXPLAIN	USE
LISTS	EXPRESS	DEMONSTRATE
RECALL	IDENTIFY	DRAMATIZE
NAME	LOCATE	PRACTICE
RELATE	REPORT	ILLUSTRATE
	REVIEW	OPERATE
	TELL	SCHEDULE

4.00 Analysis- to examine a concept and break it down into its parts	5.00 Synthesis - to put together information in a unique or novel way to solve a problem	6.00 (Highest Level) Evaluation - to make quantitative or qualitative judgments, using standards of appraisal
DISTINGUISH	COMPOSE	JUDGE
ANALYZE	PLAN	APPRAISE
DIFFERENTIATE	PROPOSE	EVALUATE
APPRAISE	DESIGN	RATE
CALCULATE	FORMULATE	COMPARE
EXPERIMENT	ARRANGE	VALUE
TEST	ASSEMBLE	REVISE
COMPARE	COLLECT	SCORE
CONTRACT	CONSTRUCT	SELECT
DIAGRAM	CREATE	CHOOSE
INSPECT	DESIGN	ASSESS
DEBATE	SET UP	ESTIMATE
QUESTION	ORGANIZE	MEASURE
RELATE	PREPARE	
SOLVE		
EXAMINE		

The verbs are arranged in action levels of cognitive behavior, from lowest to highest levels. Objectives which emphasize a feeling tone, an emotion, or a degree of acceptance or rejection are in the affective domain. Verbs expressing interest, attitude, appreciation, value, and emotional sets are used to designate affective behavior. An attempt should be made to include an attitudinal (affective) objective in each unit.

At this point you should be ready to write the specific behavioral objectives for your instructional unit. Use the list of verbs to help you and try to write objectives at the higher levels of the TAXONOMY.

VIII. LEARNING EXPERIENCES

The learning experiences are the means to achieve the objectives of the unit. They are opportunities which enable the learner to master the objectives. In designing learning activities, the most crucial elements to incorporate are:

(1) Explicit Directions - directions must be clear. The learner must understand what he is to do at each step of the way.

(2) Material Broken into Small Steps - the material should be presented concisely and interspersed with practice.

(3) Frequent Practice - practice gives the learner an opportunity to engage in the behavior he is to master.

(4) Knowledge of Results - the learner must have feedback regarding his performance. Knowing he is performing well permits him to move on with confidence. With information on why he is incorrect, he can take the necessary steps to improve.

(5) Positive Reinforcement - anything which tends to praise the learner will increase the probability that he will act the same way in the future.

(6) Appropriate Media - media are those controllable influences which are designed to enhance learning. When developing your learning experiences include, where appropriate, the following:

Group work	Audio tapes
Films, video tapes	Role playing
Reading	Interviewing
Visits to other agencies	Conferences with field instructor
Observation of interviews	Consultations with others
Staff Meetings	

One-to-one tuturial conferences with the field instructor are the form of instructural media most effective in attaining learning objectives. These should be included as a learning experience in all "field instruction by objectives" units.

IX. EVALUATION

Mager states, "If you are teaching skills that cannot be evaluated, you are in the awkward position of being unable to demonstrate that you are teaching anything at all."

The purpose of assessment is to collect evidence of behavior change in the student, thus verifying the effectiveness of instruction. The specific objectives you have set up for your unit dictate the evaluation questions to be used.

Test items (criterion measures) must be designed to measure whether the student attained the objectives of the unit. If the student has not mastered the objectives, then the instructional unit must be revised, and the student recycled back into the system until he demonstrates mastery of the objectives.

X. REVISION

After your unit has been completed, you should

1. administer the unit to one or more students;
2. gather data on the extent of acheivement by the learners who use the unit;
3. interview the learner(s);
4. revise the unit for future use.

XI. ASSEMBLING THE "INSTRUCTION BY OBJECTIVES" UNIT

You are now ready to assemble your unit. To assist you in putting it together use the following check-list:

FIELD INSTRUCTION BY OBJECTIVES UNIT CHECKLIST

1. Rationale:

_____ Have you included a statement informing the student why it is important he/she master the material in the unit?

2. Objectives:

_____ Are the objectives clear statements of observable terminal behavior expected from the learner after completing the unit?

_____ Do the objectives include a statement of conditions under which the behavior is to be observed and a statement of the criteria for acceptable performance?

_____ Is there an objective indicating the intended learner attitude toward the material?

3. Learning Experiences:

_____ Does the text of the unit include frequent practice and immediate knowledge of results for the learner?

_____ Have appropriate media been included?

4. Evaluation:

_____ Has a test been constructed with information on what constitutes acceptable learner performance?

_____ Do all test items relate to the objectives?

5. Revision:

_____ Has a questionnaire been included to gather information on the attitude of the learners toward the unit?

REVISION SHEET

The author is interested in revising this training guide based on your perceptions of its value.

1. Do you feel that "Field Instruction by Objectives" can be an effective strategy to augment present methods of field teaching?

   Yes___ No___

2. Is the material in this guide relevant to your present or future needs?

   Yes___ No___

3. Which statements describe best your feelings about the way the booklet was written?

   ____poorly written ____well written ____confusing

   ____too difficult ____concise and to the point

   OTHER:_____

4. Please comment on whether the various sections of the guide were of help to you in constructing your unit.

	Section:	Yes	No	If no, please comment:
I.	Introduction	___	___	_____
II.	Objectives of Training Guide	___	___	_____
III.	An Instructional System	___	___	_____
IV.	Steps for Preparing Unit	___	___	_____
V.	Choosing a Topic	___	___	_____
VI.	Rationale	___	___	_____
VII.	Formulating Objectives	___	___	_____
VIII.	Learning Experiences	___	___	_____
IX.	Evaluation	___	___	_____
X.	Revision	___	___	_____

Please return to : Lois Krop
2001 N. E. 195th Dr.
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FIELD INSTRUCTION BY OBJECTIVES

UNIT: I

INSTRUCTOR: LOIS KROP, ACSW

INSTITUTION: BARRY COLLEGE

TOPIC: DEVELOPING THE CASEWORK RELATIONSHIP

TARGET GROUP: FIRST YEAR STUDENTS IN GRADUATE SOCIAL WORK SCHOOL

UNIT I

RATIONALE:

The casework relationship is the soul of social work. The proper kind of working relationship must be established between worker and client to enable the client to resolve his psychosocial problems. This relationship is a unique interpersonal experience in which the client feels a quality of warmth, trust, acceptance, and understanding. There are many theories concerning the use of relationship in social casework. This unit focuses on Felix Biestek's analysis of relationship principles. It was designed to help the student integrate Biestek's principles into his own patterns of helping. As you work through this program you should discover ways to become more aware of your behavior and your client's, and thus enrich your professional skills.

OBJECTIVES:

After completing this unit, the learner will be able to:

1. Analyze five of the seven basic human needs presented by a client in a given casework interview using the guidelines laid down by Felix Biestek in "The Casework Relationship."

2. Evaluate in writing a given casework interview by identifying instances where the caseworker utilized four of Biestek's seven principles of relationship to meet the client's human needs.

3. Assess his own behavior in an actual casework interview by pointing out instances where he met the client's needs by applying at least four of the seven principles of relationship.

4. Examine his own feelings concisely in less than 200 words about the importance of the casework relationship in helping clients to achieve a better adjustment between themselves and their environments.

UNIT I

LEARNING EXPERIENCE I:

It has long been recognized in the practice of Social Work that the professional relationship between the caseworker and person seeking help from a social agency is singularly important. This relationship is essential to effective casework.

Social Workers have been enthusiastic about the necessity of establishing and maintaining a good casework relationship but they have been relatively inarticulate in explaining what it consists of. In Social Work literature the stress has been on intuitive skills in developing relationships. It has often been written that this has to be experienced to be understood - leading to the belief that there is something mystical about it.

Felix Biestek, in his book, "The Casework Relationship," clearly explains, defines and analyzes the casework relationship. He theorizes that every request for help from a social agency is "psychosocial". He says that, whether a client requests a concrete service or help with psychological problems, it can be presumed that he feels some kind of uncomfortable emotion. There is a pattern of basic emotions and attitudes that is common to all people who need help. Biestek says the sources of these emotions are seven basic human needs of people with psychosocial problems.

LEARNING EXPERIENCE I; CHART 1.

BASIC HUMAN NEEDS OF THE CLIENT

1. To be treated as an individual - the need to be dealt with as an individual rather than a case, type or category.

2. To express feelings - the need to express their feelings, both negative and positive.

3. To get sympathetic response to problems - the need for a sympathetic understanding of and response to the feelings expressed.

4. To be recognized as a person of worth - The need to be accepted as a person with innate dignity regardless of the person's dependency, weakness, fault or failures.

5. Not to be judged - the need to be neither judged nor condemned for the difficulty in which the client finds himself.

6. To make his own choices and decisions - the need to make one's own choices and discisions concerning one's own life. The client does not want to be bossed or told what to do.

7. To keep secrets about self - the need to keep confidential information about oneself as secret as possible.

Indicate two basic needs which each client in the following situations is expressing either verbally or non-verbally. You may refer to Learning Experience I, Chart 1, page 2, if necessary. (See page 4 for correct answers).

1. Client who states that he feels that he is not any good, is weak and a failure in life.

   a.
   b.

2. The mother of several small children who says that since her neighbor was rejected for Aid to Dependent Children, she will probably be also and she doesn't have money to feed the children.

   a.
   b.

3. The unmarried mother who fears being condemned for her predicament but comes for help in deciding whether to have an abortion or give her baby up for adoption.

   a.
   b.

4. The foster child who is angry and upset by her natural father's abandonment of her.

   a.
   b.

5. The hostile adolescent whom the court has referred for counseling and who says he would rather be put in Youth Hall.

   a.
   b.

6. The teenager who confides to caseworker that his parents don't know it but he has been smoking pot because "all the kids do."

   a.
   b.

7. The homosexual who wants help deciding whether to "go straight" and fears caseworker will condemn her for her way of life.

   a.
   b.

ANSWERS TO PAGE 3 ---The clients expressed the following needs:

1. To be recognized as a person of worth
   Not to be judged
   To express feelings
   To get sympathetic response to problems

2. To be treated as an individual
   To get sympathetic response to problems
   To be recognized as a person of worth

3. Not to be judged
   To make his own choices and decisions
   To express feelings
   To be recognized as a person of worth

4. To express feelings
   To get sympathetic response to problems

5. To express feelings
   To make his own choices and decisions

6. To keep secrets about self
   To be treated as an individual
   To make his own choices and decisions

7. Not to be judged
   To make his own choices and decisions
   To keep secrets about self
   To get sympathetic response to problems

Felix Biestek states that the relationship is the soul of casework while the processes of study, diagnosis, and treatment are the body. He conceptualizes seven principles of relationship which the caseworker uses to meet the human needs of the client. Each of the principles is founded upon one of the intensified basic human needs exhibited by the people who need hlep. These seven principles are the elements of the casework relationship as a whole.

LEARNING EXPERIENCE II, Chart 2

The NEED of the Client	The PRINCIPLE used by Caseworker
1. To be treated as an individual	1. Individualization
2. To express feelings	2. Purposeful expression of feelings
3. To get sympathetic response to problems	3. Controlled emotional involvement
4. To be recognized as a person of worth	4. Acceptance
5. Not to be judged	5. Nonjudgemental attitude
6. To make his own choices	6. Client self-determination
7. To keep secrets about self	7. Confidentiality

Following is an explanation of each principle used by the caseworker:

LEARNING EXPERIENCE II, Chart 3

The Principles Used by the Caseworker

1. Individualization is the recognition of each client's unique qualities and the differential use of principles and methods in assisting each toward a better adjustment.

2. Purposeful Expression of Feelings is the recognition of the client's need to express his feeling freely, especially his negative feelings. The caseworker listens purposefully, neither discouraging nor condemning the expression of these feelings, sometimes even actively stimulating and encouraging them when they are therapeutically useful.

3. Controlled Emotional Involvement is the caseworker's sensitivity to the client's feelings, an understanding of their meaning, and a purposeful, appropriate response to the client's feelings.

Acceptance is a principle of action wherein the caseworker perceives and deals with the client as he really is, including his strengths and weaknesses and his positive and negative feelings, maintaining all the while a sense of the client's innate dignity and personal worth.

5. Nonjudgmental attitude is a quality of the casework relationship based on a conviction that the casework function excludes assigning guilt or innocence, or degree of client responsibility for causation of his problems.

6. Client self-determination is the practical recognition of the right and need of clients to freedom in making their own choices and decisions in the casework process.

7. Confidentiality is the preservation of secret information concerning the client which is disclosed in the professional relationship.

The following is an excerpt from a casework interview. Analyze how the client expressed at least two different human needs and with which principles the caseworker responded. You may refer to Learning Experience II, Charts 2 and 3 if necessary. (See page 8 for correct answers)

PARAGRAPH I

Mrs. L. nervously twisted her ring and dejectedly stated that she had a terrible week and was feeling miserable. Caseworker commented that she looked unhappy today and asked if she could tell her about it. Tears came to Mrs. L's eyes as she said that she had been forced to give in to her husband's every demand, no matter how irrational, because he knows a terrible secret about her past. He has convinced her that if the judge in their divorce proceedings learned about her secret, he would never let her keep their two small children. He threatened to tell her mother also. She felt "like shit" and knew that if anyone found out what she did, they would agree that she is no good also.

PARAGRAPH II

Caseworker wondered if Mrs. L wanted to tell her what she did to make her feel so rotten. She reminded her that this would be kept confidential. Mrs. L responded that she has been afraid to tell the worker about this before because she feared she might lose respect for her. She burst out tearfully that eight years ago, before she was married, she had a baby girl and gave her up for adoption. She went into detail about the situation and how torn up she was over having to make that decision. Caseworker listened warmly and said that she appreciated how upsetting this experience was and still is for Mrs. L. She is sure she did what was best for all concerned at the time. Mrs. L blurted out, "You mean you don't think I'm a terrible person for giving up my baby?" Caseworker reminded Mrs. L what a fine mother she is to her two children, and talked about her many other strengths. She certainly made her decision to give up that baby out of love for the child.

PARAGRAPH III

Mrs. L cried bitterly and then stopped, saying she felt better now that she had told the caseworker what happened, and found her so understanding. She really did give the baby up because she felt it wasn't fair to the child to be raised under such bad circumstances. Deep down Mrs. L had always felt that anyone who gave up a child was no good and that others would despise her if they found out. Caseworker pointed out that she knew about it now and she thought just as highly of Mrs. L as she did before. Mrs. L responded that if caseworker could still respect her after hearing her story, maybe she didn't have to feel so rotten and useless. Perhaps even the judge would understand if her husband told him. She didn't feel so bad about herself now or so scared about people finding out. She wasn't going to let her husband hold this over her head any more.

ANSWERS TO PAGES 6 AND 7 -- Needs and Principles are underlined.

PARAGRAPH I

1. The client's need for expression and sharing of feelings is a pertinent dynamic in this casework relationship. The caseworker helps Mrs. L. with a purposeful expression of her feelings in order to relieve the pressures and tensions she feels and thus helps her see her problems more clearly and objectively.

2. Caseworker notices the un-verbalized expression of emotions in Mrs. L's face, eyes, hands and posture, which help her understand the uniqueness of the client and her need to be treated as an individual. The feelings of the client are her most important individual characteristics and therefore individualization requires a sensitivity and response to those feelings.

3. The need to be treated as a person of worth and not to be judged are also in evidence here.

PARAGRAPH II

1. Mrs. L is burdened with facts about her previous behavior which she needs to keep secret for fear that the knowledge of this would detract from or destroy her personal reputation. Caseworker assures her of the confidentiality of any secret information which the client discloses in the professional relationship.

2. Client graphically verbalizes her feelings of worthlessness and her desperate need to be recognized as a person of worth. She fears worker will "lose respect" for her. Caseworker uses the principle of acceptance by accepting the client as she actually is, with her strengths and weaknesses, positive and negative feelings, her acceptable and unacceptable behavior.

3. Mrs. L demonstrated her need for a sympathetic understanding of and response to her problems. The caseworker listens with warmth, consciously and purposefully identifying with the feelings of the client in a controlled emotional involvement.

4. The need to express feelings is also evidenced in this paragraph.

PARAGRAPH III

1. The necessity of seeking help from an agency produces many painful feelings. One of Mrs. L's feelings is a need not to be judged. Clients often see the agency as a symbol of a society whose critical judgment they fear. Even if the caseworker non-verbally passes judgment on the client, he will feel it. This is one reason Social Workers have to work out thier own biases, prejudices and problems before becoming helpful people. Caseworker responds to Mrs. L's divulgence of her secret with a nonjudgemental attitude.

2. Caseworker does not push Mrs. L into standing up for herself against her husband and possibly the court. She lets her move at their own pace, recognizing her need to make her own choices and decisions. One feels this caseworker would have also accepted Mrs. L's right to continue giving in to her husband if she couldn't bear the threat of having her secret revealed. The caseworker in this way respects the principle of client self-determination.

3. The client also expresses again her need to be recognized as a person of worth.

LEARNING EXPERIENCE III

Observe a video-tape of an interview and identify in writing instances in which the caseworker utilized at least four of Biestek's seven principles of relationship in response to the client's needs. If this interview was shown in class, discuss your written analysis with the classroom teacher either individually or in a group class discussion. If the interview was observed in the agency, discuss your written analysis with the field instructor.

* * * * * *

If you have reached this point, be proud of yourself - you are doing beautifully!

By now you are familiar with Biestek's concept of the seven basic human needs and principles of relationship. Being totally familiar with the elements of a good relationship can be a great aid toward gaining skill in the actual practice. However, understanding this conceptually doesn't guarantee skill in establishing and using it. Now is the time to apply what you have learned.

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LEARNING EXPERIENCE IV

Record in detail an interview you have had recently with a client. Delineate at least four instances where you have used Biestek's principles of relationship to meet the client's needs. Also note any time you violated these principles or omitted using appropriate ones.

Meet with your Supervisor to discuss this interview and your assessment of it.

LEARNING EXPERIENCE V

Get together with another student or two and discuss your own feelings about the importance of the casework relationship in helping clients achieve a better adjustment between themselves and their environments. Be prepared to state your feelings about this in less than 200 words.

POST-ASSESSMENT

When you feel you have mastered the objectives of this unit, see the instructor for the Assessment.

REVISION

The instructor would like to improve this self-contained unit of instruction based on your reactions to these questions?

1. Do you feel the material dealt with in this unit is relevant to your present or future needs? Yes___ No___

2. How much did you enjoy working through this unit?
A lot___ Some___ Little___ None___

3. Do you feel the material presented in this unit was presented clearly and concisely? Yes___ No___ If not, please go back and identify the sources of your confusion and explain them.

4. Did this unit help you to become more aware of your own behavior in professional relationships? Yes___ No___

5. Which statements best describe your feelings about your involvement with this learning unit?

Too easy	____	Boring	____
Inspiring	____	Helpful	____
A waste of time	____	Too time consuming	____
Interesting	____	OK	____
Just another requirement	____	Others	_____
			_____
			_____
			_____

FIELD INSTRUCTION BY OBJECTIVES

UNIT: IV

INSTRUCTOR: Charles Goodguy

INSTITUTION: Juvenile Helping Center, Inc.

TOPIC: Problem-solving and management of direct services to clients in a juvenile service agency*

TARGET GROUP: Large Systems Students

*Note: This module is meant to outline part of a major project for a term

UNIT IV

I. RATIONALE

All human services need to be managed in such a way as to maximize effectiveness of service and efficiency of delivery. Because all agencies operate with limited resources it is incumbent on managers to take all steps necessary to insure that the most service is delivered, and that those services are as effective as possible. A principle function of all managers, according to the experiences of leading writers like Koontz and O'Donnell, and Schatz, is to establish the conditions in the organization to maximize efficiency and effectiveness. Human services are carried out with technologies which rely heavily on individual professionals and which tend to be indeterminant in several key aspects. Thus, human services managers must be adept at monitoring and problem-solving the problems in service delivery which arise regularly in the agency. This unit aims at teaching the student to accurately identify a delivery problem and propose management changes, utilizing a systematic procedure.

II. OBJECTIVES

Following a systematic study with involved staff in a juvenile service agency, the student will have designed optimal intake processing steps and timing of these steps for the efficient intake of referred girls to the agency group homes, which will result in regular utilization of 90% of spaces and which will reduce dropouts during the intake process by 50% (as judged by the unit director).

III. LEARNING EXPERIENCES

1. The student will receive overall orientation to the problem in question, and to case processing in the unit by discussion with the field instructor.

2. The student will be given a thorough walk-through of the processing steps by the unit supervisor. Following 1 and 2 the student will present to the instructor his basic strategy for studying the problem and his impressions of the problem. Critical feedback and instruction will be given.

3. Student will review articles on decision making by Simon, and the manual, Principles of Flowcharting. Student will arrange for and observe staff as they go through processing steps.

4. Student will submit written outline of keysteps to be taken to effect the study, plus submit preliminary decision list. Critical feedback will be provided by instructor and the unit supervisor.

5. Student will formulate a flowchart of the entire process, including timing of each step. Student will append list of decision rules for each step. Student will assess weight of internal and external forces affecting decisions, within the report.

6. Field Instructor and unit supervisor will give critical feedback to student re #5.

7. Student will utilize existing records to formulate statistical reports analyzing relationship of longevity on waiting lists to dropouts, and a second report on characteristics of clients who drop after placement.

8. Student will carry out group meetings with group home and intake staffs to gain their views of problem, and prepare a report distilling those views. Student will first role play group leadership position.

9. Student will prepare written plan indicating procedural steps to be changed, time and other efficiency benefits to ensue, and accompany plan with flow charts. Following Field Instructor critique, report and plan will be finalized by student.

10. Student will interview consulting physician and psychologist to explain changes in processing. Student will assist unit supervisor in implementation with staff.

IV. CRITERIA

1. Experiences #1 thru #6 to be completed in 6 weeks, prepared in written form, and to include all steps and decisions properly identified. The intake supervisor and field instructor should judge that no important step is missing. All decisions in processing to be classified correctly according to Simon's scheme.

2. Statistical reports for Experience #7 to be completed two weeks after #1 through #6 with appropriate graphs. Longevity on waiting list is to be related statistically to dropout status, and tested with appropriate tools.

3. Experiences 8 through 10 are to be completed three weeks after #7. The planned change in procedural steps will be judged by the unit head and field instructor to determine if they are likely to reduce dropouts 50% and increase utilization to 90%.